



Special Educational Needs & Disabilities (SEND) Policy

Maximum Effort for Maximum Achievement

This Policy complies with the statutory requirements set out in the SEND Code of Practice 0 – 25 YEARS (July 2014). This policy has been created to ensure compliance with the Department of Education's SEND Reforms, which address measures outlined in the Children and Families Bill in Spring 2014 and which has subsequently become the Children and Families Act 2014. The act includes changes to the support and services children and young people with special educational needs and disabilities will receive. These changes came into force on 1 September 2014.

The Aim

In Buttsbury Junior School, we believe that every **child**, whatever their ability, has a right to experience a broad and balanced curriculum, as provided by the National Curriculum and to make optimum educational progress.

We recognise that some **children**, at any stage in their development, may experience difficulty in some areas of learning. Therefore we aim to ensure that these **children** are given the support they need through differentiation, continuity and progression to enable them to maximise progress and become independent, responsible members of the school community, able to take up their rightful place in the life of the school.

School Policy - Roles and Responsibilities

Inclusion Manager – Mrs. R. Cheesman

Works 4 days a week – Monday, Tuesday, Wednesday, Thursday.

She is contactable in person by phone or email:

01277 623217 senco@buttsbury-jun.essex.sch.uk

Mrs Cheesman is an experienced teacher and SENDCo and has worked in these roles at another Essex primary school before joining Buttsbury Junior School as the Inclusion Manager in September 2018. She keeps up to date with current affairs concerning Special Educational Needs and has the National Award in Special Educational Needs. She plays a key role in the life of the school and is a member of the Senior Leadership Team.

A. *Inclusion Manager –*

The Inclusion Manager will be responsible for:

1. The day to day operation of the policy.
2. Liaising with and advising fellow teachers.
3. Co-ordinating provision for children with SEND supported by Learning Support Assistants (LSAs).
4. Liaising with parents and outside support agencies such as Inclusion Partners, Occupational Therapists, Speech Therapists, Educational Psychologists and Paediatricians.

B. *Learning Support Resources – Staffing*

1. Inclusion Manager
2. Teaching Assistant (TA) assigned to work in each class during the mornings. Children whose learning difficulties require them to be placed at a level of Additional Support (according to SEND Code of Practice) receive support as necessary. LSAs to provide support for children with an Education Health Care Plan (EHC plan) is in line with the requirements stipulated in their personalised curriculum.
3. TA/LSAs to work with groups or individual children, usually in class but children may sometimes be withdrawn.

C. *The Head Teacher*

The Head Teacher has overall responsibility for the management of the policy.

D. The Governors

Responsible for fulfilling their statutory duties by securing the appropriate resources and training for those required to implement the Code of Practice. A Governor is appointed to monitor SEND. The named Governor for SEND is Mrs S. Cheesman.

School Policy for Identifying Children with Special Educational Needs and Disabilities

Every teaching member of staff is directly responsible for identifying the needs of their class and providing differentiation within that class. Children considered to have difficulties that are greater than their peers will be referred to the Inclusion Manager.

Criteria for Referral

1. On entering the school:
 - Children who have made little or no progress with their studies and are working significantly below their potential level of attainment identified in their on-entry data
 - Those children who are working at significantly lower levels than their peers/National Curriculum expectations.
2. Children who require more attention than is normally provided due to difficulty in learning, retaining information and absorbing new ideas, or have behavioural, social, emotional or physical difficulties.
3. Children identified by the infant school or other schools from which they transfer as needing support.

In accordance with the SEND Code of Practice 2014, four broad categories of need are identified:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Consideration of what is NOT SEND but may impact on progress and attainment is also made;

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Please refer to our Inclusion Policy regarding provision for all groups.

After Referral to the Inclusion Manager

1. Discussion will take place between the Class Teacher and the Inclusion Manager relating to the child’s needs.
2. The Inclusion Manager may need to provide a more detailed diagnosis of the child’s needs.

3. If the child is thought to require Additional Support then they are placed on the SEND Register and an Individual Provision Map will be completed by:

Additional Support - Class Teacher with Inclusion Manager's support, often involving liaison with outside agencies, and in consultation with the child and their parents.

Learning outcomes will be negotiated with the Class Teacher, Inclusion Manager, child and parents and will be included in the documentation. An Individual Provision Map will be written at Record of Concern and Additional Support level. These outcomes will be reviewed termly by means of a meeting with the Class Teacher, child and parent for Record of Concern and the Class Teacher, child, parent and Inclusion Manager for Additional Support.

4. Consideration of placement on Additional Support may include consultation with the school's Educational Psychologist and/or outside agencies.
5. Based on the learning outcomes the child may be allocated extra help which may either be in the classroom or in a withdrawal group.
6. If a child's difficulties persist and their needs cannot be met at Additional Support, school, in consultation with the parents and after advice from the Educational Psychologist or Inclusion Partner, may request an assessment for an EHC plan. This may result in an EHC plan being issued which will stipulate how the needs of the child are to be met.

Staged Assessment

Buttsbury Junior School, in compliance with the SEND Code of Practice and SEND Reforms, has a graduated approach to the identification, provision and support for all students deemed to require special educational provision. All students identified as needing additional provision will be placed on the SEND Register under one single SEND category.

At Buttsbury Junior School we use a robust assessment system and have therefore implemented two additional categories for identifying children with additional needs and tracking their progress:

Monitoring - Class Teacher & Inclusion Manager to monitor progress, when there are concerns prior to placement on Record of Concern. No Individual Provision Map required. Child to be entered on Monitoring section of year group SEND register.

Record of Concern - Class Teacher with the Inclusion Manager's support will provide in class support and the child may be withdrawn for short interventions. An Individual Provision Map is drawn up at this stage in consultation with the child and their parents.

Individual Provision Map (IPM)

All children at Record of Concern and Additional Support will have an IPM drawn up for them by the Teacher, supported by the Inclusion Manager and, where appropriate the SEND

support team. Parents and their child are also involved at this stage, some of the outcomes need to be supported from home. The IPM will contain –

1. Short term outcomes.
2. Achievement criteria.
3. Possible strategies (Actions).
4. Assessment and monitoring procedures noted.

Distribution Of Time

Monitoring	Differentiation of tasks provided by Class Teacher. Possibly some short-term small group support from an LSA or TA, within class.
Record of Concern	In addition to the above it may be appropriate to allocate time with SEN teacher or LSA, either in class or small group withdrawal.
Additional Support	Continuation of above arrangements as detailed in the child's IPM. Normally a child on Additional Support can receive up to 12 hours of individual LSA support depending on individual needs although in some cases this could be more. This is in line with Essex guidelines.
EHC Plan	Support as per EHC Plan.

Monitoring and Assessment

1. Twice yearly testing of reading ages throughout the school for children with a reading age lower than 10.6.
2. Termly assessments by the Class Teacher. Progress recorded on school tracking grids.
3. Ongoing monitoring of work done towards IPM outcomes. To be carried out by LSA and Teacher with support from Inclusion Manager.
4. Progress will be discussed by the child, Class Teacher, LSA and the Inclusion Manager.
5. Formal reviews with parents and child can be present will take place each term, to determine further support. A full school report will also be received in the summer term. Children with a EHC plan also have Annual Review meeting with child, parent, Class Teacher, LSA, Inclusion Manager, Inclusion Partner and any other outside agencies involved.
6. Parents will be invited to contribute to reviews and parents will be kept informed of the progress of children on all stages of support.
7. Children at Additional Support and EHC Plan will complete a One Page Profile about themselves and their views about the support they receive.

SEND Register

This is updated termly as changes occur by the Inclusion Manager and all staff and governors have access to this.

Supporting Children and Families

We support our children and their families in a variety of ways:

We have an 'open door' policy and encourage families to talk to us. We also signpost families to local groups and support centres.

The Local Authority's Local Offer can be found on the website www.essexlocaloffer.org.uk or from the school's SENCAN office – *Ely House, Ely Way, Basildon, Essex, SS14 2BQ*

Our Offer is available on the School website along with the SEND and Inclusion Policies. SNAP Charity also provide invaluable support to our families.

Supporting Children at School with Medical Conditions

The school recognises that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

- Some may also have SEND and may have a statement, or EHC plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- Please refer to guidelines set out in our Policy for Supporting Children with Medical Needs on our school website.

Governor Responsibility

The named governor is responsible for liaising with the Inclusion Manager and staff to monitor compliance with the Code of Practice and the progress of children on the SEND register.

The Governors, through the Finance Committee, will allocate necessary funds to meet the needs of the children receiving support and the funding of the training of staff to carry out the policy. The success of the support will be assessed annually and recorded in the SEND Provision Review.

Details of funding, together with staff training can also be found in the SEND Provision Review.

Code of Practice Details

The school undertakes to provide for a child's SEND in line with the guidance in this Code published in July 2014.

Admissions:

No child will be refused admission to Buttsbury Junior School Academy solely on the grounds that he/she has SEND. The school has wheelchair access and toilet facilities for the disabled. Please refer to the Admissions Policy for further details.

Complaint Procedure

If a parent is not satisfied with the help given to support their child they should contact the Head Teacher who will respond in line with the school's complaints procedure.

Staffing Policies and Partnership with Outside Agencies.

Staff Training

School to be represented at Billericay Consortium Trust inclusion meetings. Inclusion Manager to attend more specific courses as appropriate. Information to be shared with colleagues at staff meetings. Inclusion Manager to be available for advice and provide regular in service training for TAs and LSAs.

Other Agencies

Inclusion Manager to consult with other agencies for advice and work with them as appropriate e.g. Inclusion Partner has contributed ideas for language group. Occupational

Therapist has contributed activities for gym trail. Professionals from outside agencies may also be called upon to provide INSET for both Teachers and LSAs as appropriate.

Transition Arrangements

Careful liaison with infant schools takes place prior to transfer from key stage 1. Inclusion Manager attends annual reviews of Year 2 children with EHC plans so that suitable provision can be in place when the children arrive.

Meetings also take place between Year 6 staff and secondary staff prior to transfer to key stage 3. Secondary Inclusion Manager is invited to attend Year 6 annual reviews and in some cases Year 5 transitional reviews of EHC Plan children.

Monitoring and Review

Policy Date: Spring 2020

Review Date: Spring 2021